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ABSTRACT

The New York State Council for Social Studies committee developed a rationale and set of specific criteria that social studies teachers should demonstrate for certification. The rationale behind the criteria is that it makes social studies teachers a more professional group and provides for the highest caliber of teacher. Each teacher is screened for the selected criteria by peers and instructors. The Council recommends certification only after the criteria are met and the teacher undergoes a one year probationary teaching experience. The specific criteria are categorized according to skills, knowledge, experience, and personal factors. Items most often noted as important by committee members in the areas of skills, knowledge, experience, and personal factors respectively are as follows: (1) performance during an internship and demonstration of certain capacities and skills including affective, diagnostic, expository, inquiry, analytical, and evaluative; (2) the knowledge developed from an internship and demonstrated knowledge of the methods and tools of the social sciences including analysis, inquiry, and evaluation; (3) an internship and experience in writing curricula, travel, publishing, work with other cultures, and with other work-related activities; and (4) self-improvement, self analysis of behavior in different situations, an attitude conducive to a learning atmosphere, and an ability to write a clear rationale for teaching social studies. (DE)

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"SUGGESTED CRITERIA FOR CERTIFICATION OF SOCIAL STUDIES TEACHERS"

SO 007 948

Report: Teacher Certification Committee, NYSCSS
Wayne Mahood, Chairman

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SUGGESTED CRITERIA FOR CERTIFICATION OF SOCIAL STUDIES TEACHERS

Background

In September 1973 Dr. James Oswald, President of the New York State Council for the Social Studies, proposed a committee within NYSCSS to develop criteria for certifying social studies teachers. The intent was to have a professional group examine its own field and suggest ways by which consistent, state-wide criteria could be identified. The Board of Directors endorsed the proposal in October 1973.

The second step was establishing a committee which would be representative of the geographic and grade level diversity in the state. A conscious effort was made to assure this diversity, though this was not achieved due to failure of some individuals to respond to the chairman's invitation. The membership was:

Mr. Donald Benza, Chenango Valley Junior-Senior High School, Binghamton, New York

Ms. Linda Biemer, Teacher Preparation Committee, NYSCSS

Mr. Donald Bragaw, Chief, Bureau of Social Studies, New York State Education Department

Ms. Cheryl Brodbeck, Graduate Student, State University College, Geneseo, New York

Mr. Joel Brodsky, Jericho Junior High School, Jericho, New York

Dr. Vincent Gazzetta, Chief, Bureau of Teacher Education and Certification, New York State Education Department, ex officio

Dr. Wayne Mahood, Division of Educational Studies, State University College, Geneseo, New York, Chairman

Mr. William Murphy, Bloomfield Central School, East Bloomfield, New York

Dr. James Oswald, President, NYSCSS, ex officio

Dr. Joel Poetker, Department of Social Studies Education, State University College, Buffalo, New York

Ms. Betty Reardon, Social Program Director, Institute for World Order, Inc., New York, New York

Mr. James Thompson, Social Studies Department, Webutuck Central School, Amenia, New York

This paper was presented by Dr. Wayne Mahood (State University of New York at Geneseo) as a Report of the Teacher Certification Committee of the New York State Council for the Social Studies. NYSCSS Annual Meeting, Toronto, April 25, 1974. This and other papers are available through NYSCSS. For additional copies see instructions at the end of this paper.

The charge to the committee was twofold: (1) to develop a rationale for certification criteria and (2) to identify the specific criteria ("performances," "competencies," or "requirements") that a social studies teacher should demonstrate. The committee members were encouraged to discuss with friends (parents of students, students, colleagues) the charge, and to submit their thoughts in writing to the chairman in early January 1974. The chairman was then to synthesize these thoughts, return the synthesis to the members in February, and seek reactions by early March. The final stage was revision and submission of the final product to the Board of Directors of the New York State Council at its annual meeting in April 1974.

The chairman also took the initiative of soliciting reactions from various individuals who had earlier indicated interest in the committee's work but who were either not designated members or were unable to serve at that time. The product of the work of the committee and those who criticized the drafts follows.

Limitations

The work of the committee necessarily reflects the degree of interest of members, their biases, and the range of their experiences. It is not an outline for a program, a research design, or a model for social studies teacher preparation. Rather, it represents the ideas of practitioners who took the time from busy schedules to try to achieve an exploratory document. However, it does consider work that is being done by educational researchers.

Increasingly, educational literature is attempting to identify criteria to assess the effectiveness of teachers and teacher education. [e.g., Benjamin, Rosner, *The Power of Competency-Based Teacher Education: A Report* (Boston: Allyn & Bacon, 1972); John D. McNeil and James Popham, "The Assessment of Teacher Competence," R.M.W. Travers, ed., *Second Handbook of Research on Teaching* (Chicago: Rand McNalley, 1973, pp. 218-244)]. These discussions are generally theoretical. By way of illustration, Richard Turner identifies six "levels of criteria." Level 1 (the most exacting) requires observations of teacher behaviors in classrooms and systematic analyses of pupil outcomes over a two year period, based on the observed teacher behaviors. Level 2 is basically the same, but is limited to one year. Level 3 differs from Levels 1 and 2 in that it eliminates pupil performance data. The degree of validity is assumed to be less because it depends solely on the observation criteria chosen without pupil performance to verify. ["Levels of Criteria" in Rosner, *The Power ...*, pp. 3-6].

McNeil and Popham choose to focus on criterion measures which (1) distinguish between teachers, (2) assess the results of instruction in terms of learner growth, (3) yield data not requiring inferences, (4) are adjustable to teacher goals, (5) equalize teaching situations, and (6) contain "heuristic data categories." [McNeil and Popham, "The Assessment of Teacher Competence," pp. 238-241].

A teacher education institution would be remiss if it did not consider these theoretical positions in developing a Competency-Based Teacher Education program. But such institutions also have the advantage and responsibility for conducting the research necessary to validate these positions, either before or during implementation.

Other groups, such as science teachers and English teachers, are also interested in identifying criteria for certifying teachers in their specializations [Douglas J. Harke and Donna DeSeyn, "The Science Trial Project in Performance-Based Teacher Certification," *The Science Teacher*, Vol. 39, No. 8, November 1972]. But they, like we, face real problems. For example, other groups may involve teacher education institutions but do not emanate therefrom, and cannot control the variables or conduct the necessary research. Also, these groups are more closely tied to practitioners whose experiences provide a base for identifying criteria that might not satisfy research designs. Further, they would claim that not all experiences which foster teaching are classifiable and analyzable. This may be particularly true in the social studies.

Having said this is not to derogate the efforts of the current committee. Indeed, this committee has sought applicability of criteria to the varied situations that exist in teaching social studies generally. Attention has been paid to the literature, and criteria identified by this committee do meet the third criterion level of Turner—observable behaviors which can be systematically observed and analyzed without direct reference to pupil performance. Also, these criteria include, as McNeil and Popham have noted, "heuristic data categories." Thus the work of the committee tries to bridge the theoretical and the real world. It also recognizes that its work is only exploratory. The hope is that this will encourage attention to the process of selection and evaluation of teachers, as well as encourage other professional associations to build their own certification schemes for teachers.

Rationale

An imbalance in the job market, a changing population of students, and a general shifting of societal demands seems to dictate re-evaluation of certification requirements for social studies teachers. Thus, a committee of social studies educators was polled as to their perceptions of what requirements should be. The initial response suggests more carefully delineated criteria. The reasons given, and the criteria identified, follow.

Setting up certification procedures according to our own criteria would make social studies teachers a more professional group. At the same time, this would permit the use of consistent criteria. These criteria would hopefully produce the highest caliber of teachers possible. This is more of a necessity than ever if social studies teachers are to meet the increasing demand for the production of responsible citizens.

Professional certification of this type would also aid the teacher directly, resulting in greater coordination and thus chances of meeting real needs. Finally, evaluations by people who know classroom realities would produce more helpful criticisms with a greater likelihood of implementation.

Professional Preparation

Rather than attempt to define the professional preparation, which should be varied, we suggest consulting the guidelines prepared by NCSS committee [*Social Education*, Vol. 35, No. 9 (December 1971), pp. 847, 848]. In this regard we would also offer the comments of a member of the present committee:

> I think a social studies teacher should live for a time in a culture other than one's own... attempt to write a book, make a film, or design a program, and learn to smile as often as possible.

It is tempting to conclude the committee task with these criteria, but we believe it necessary to explore further.

Screening

While the idea of "screening" is somewhat distasteful, there should be opportunity for students preparing to teach social studies to be counseled and advised, prior to student teaching, as well as prior to the actual search for employment. Generally this means any certification procedure should include sufficient information about the knowledge, skills, and attitudes of students preparing to teach social studies. This may be done in the following ways:

1. Obtain information with regard to student preparation in the social science disciplines, including a grade point average. (Because grade point averages are not uniform from institution to institution, no specific GPA would be required. The minimum should be "C".)

2. Obtain information on teaching skills through a prescribed instructional program, beginning with required observations of different schools and classrooms, and including a pre-student teaching participation in a public school. Evaluations by cooperating teachers would be used to assess teaching skills based on the participation.

3. Obtain attitudinal information about the student, including such items as dogmatism [Milton Rokeach, *The Open and Closed Mind*, New York: Basic Books 1960] and concern for self as teacher, [Frances Fuller, *Personalized Education for Teachers*, Austin, Texas: R and D Center for Teacher Education, University of Texas, 1970.]

4. Provide sessions for the student with both peers and instructors to discuss progress toward meeting the student's aspirations for teaching. Review other areas of education for which the student might be better prepared.

5. Engage in a student teaching experience which represents a gradual immersion into classroom instruction and management, and permits examination of various facets of teaching, including school organization (formal and informal), manifest and latent curricula, and school goals. Also, the student teacher should be assigned to a qualified cooperating teacher in the area of social studies for which he is prepared. Evaluation would involve the university supervisor, the cooperating teacher, and the student teacher. Before graduation the student would be expected to meet all standards with careful staff scrutiny of the student's physical, psychological, and other personal-professional characteristics. ["Standards for Social Studies Teachers," *Social Education*, Vol. 35, No. 8 (December 1971), p. 849, adapted].

Certification

State Departments of Education should reduce certification procedures to two simple steps: first, one-year probationary certification for the prospective teacher, awarded on recommendation of an accredited educational institution; second, regular certification, awarded after at least one year of appropriate teaching experience and on recommendation of a local or regional committee of social studies teachers and supervisors representing the profession. The State Departments of Education might have to retain supervisory jurisdiction over these procedures; the initiative must, however, lie with appropriate professional organizations ["Standards for Social Studies Teachers," p. 849].

Criteria

The committee respondents indicated a number of specific items to be used as criteria. An attempt was made to categorize the items into Skills, Knowledge, Experience, and Personal (affective). There was overlapping of items which suggests these categories are not by any means mutually exclusive. One item which was noted by all the respondents, and which encompasses all the categories, was the belief that excellence in teaching is a basic requirement. Precisely what this entails was not equally clear. The items broken down into categories follow:

1. Skills --

A major factor in considering certification would be the performance demonstrated during an internship lasting from six months to one year. During this internship the student teacher should demonstrate use of good techniques, creativity, rapport with students, and enthusiasm.#

The evaluation of the internship should be specific as to the competencies or behaviors to be demonstrated.

#Items most often mentioned.

The teacher should demonstrate certain capacities and skills, including affective, diagnostic, expository, inquiry, analytical, and evaluative.#

The certified teacher should demonstrate competency in applying psychological principles to classroom teaching.

The certified teacher should identify and articulate the relevance of the specialization's curricular components to the total school program and to life-long needs and interests of the students.

The certified teacher should engage in both short-range and long-range planning of units of study for implementation during the intensive-teacher phase of the program.

The certified teacher should involve class members meaningfully in the development of lesson and unit planning and implementation, giving flexibility and opportunity for balance in the use of socialized instruction and individualization of instruction.

The certified teacher should complement the basic course of study with a variety of identifiable modes of presentation and diagnostically utilize a variety of appropriate action-oriented materials, visual materials dependent upon sensory representation, and abstract materials.

The certified teacher should identify components of instruction that are adaptable to large group, small group, and individualized modes of presentation.

The certified teacher should identify and employ appropriate evaluation devices designed to assess student performance and encourage student achievement.

The certified teacher should design and teach social studies lessons and units which will help students master key social science concepts and generalizations, and obtain systematic practice in the skills of social science inquiry.

The certified teacher should design and teach social studies lessons which are modeled on the strategies found in specific projects. For example, a concept attainment lesson based on the TABA model; use of contrast and comparison as exemplified in the *Man: A Course of Study* curriculum.

The certified teacher should design and teach a lesson which is congruent with one of the above rationales. For example, a lesson congruent with the Oliver and Shaver rationale for teaching controversy in the social studies.

The certified teacher should list the components of the following value—inquiry models (suggested): Raths, Harmin and Simon, Taba, Oliver, Shaver, Newman, Coombs and Meux.

The certified teacher should develop and carry out social studies lessons which will help students to derive and clarify their own values.

The certified teacher should use research as the criteria for selecting appropriate content and instructional materials for students.

The certified teacher should use research as the basis for devising appropriate instructional strategies for a given group of students.

#Items most often mentioned.

The certified teacher should construct objective test items for the social studies which require the student to recognize memorized content details, recognize specific factual information, recognize concepts, translate knowledge into other terms, use knowledge in a problem-solving situation, interpret social studies data.

The certified teacher should develop evaluative instruments for measuring critical thinking in the social studies.

The certified teacher should develop schemes for assessing noncognitive objectives such as values and attitudes.

2. **Knowledge --**

In keeping with present trends, history courses as the foundation for preparation for teaching the social studies should be de-emphasized. Instead, a broader background in the social sciences should be mandated.

Courses required of certified teachers should be aimed more at "current realities" (urban studies, etc.), permitting the teachers to apply more interdisciplinary content.

Certification should require an internship in which knowledges of social studies content is demonstrated over a six month to one year period of time.#

Teachers should demonstrate the methods and tools of the social sciences, including analysis, inquiry, and evaluation.#

The certified teacher should be able to think in a "global, futuristic manner."

The certified teacher should describe common characteristics of social science research.

The certified teacher should list and describe the specific research tools used by the different social sciences (e.g., sample survey, participant observation).

The certified teacher should describe the major elements and characteristics of the scientific method of social science inquiry.

The certified teacher should identify some of the major concepts and generalizations of the social sciences.

The certified teacher should distinguish between the social sciences in terms of the modes of inquiry and the conceptual frameworks these social sciences use to view and analyze problems. But the use of these "tools" should be interdisciplinary.

The certified teacher should use a specific social science theory (e.g., Lenski's theory of social stratification, Durkheim's Suicide Theory), construct a model showing the relationship between significant facts, concepts, generalizations and the theory, and apply the model to contemporary or historical events.

The certified teacher should specify ways by which the above model can be used as the basis for curriculum development.

#Items most often mentioned.

The certified teacher should analyze a curriculum project(s), citing and describing, by use of specific examples, the underlying learning theory(ies) employed by the project(s), (e.g., Bruner, *Man A Course of Study*).

The certified teacher should make a schematic diagram which illustrates the basic curriculum design of a specific social studies project(s), (e.g., spiral curriculum, showing key concepts and generalizations and how they are related to content topics at different levels).

The certified teacher should analyze social studies curriculum projects and describe the teacher and student roles (explicit and implicit) which the social sciences advocate.

The certified teacher should list and describe the use of media in specific curriculum projects.

The certified teacher should evaluate a social studies curriculum, using pre-determined criteria, (e.g., NCSS *Social Studies Curriculum* Guidelines, 1971).

The certified teacher should describe the rationales presented by different authors as to what constitutes appropriate content and teaching/learning behavior for the social studies.

The certified teacher should cite the prime research sources in social studies education.

The certified teacher should describe the problems of evaluation in the social studies.

3. **Experience --**

The certified teacher should demonstrate self-improvement as a teacher-person through attendance at workshops, conferences, and additional course credits.

The certified teacher should have experiences in writing curricula, travel, publishing, work with other cultures, and with other work-related activities#

An internship should be provided to enable the pre-service student to demonstrate personal and professional growth over a six month to one year period with ongoing evaluation.#

Certification should follow a probationary period of on-the-job experience during which time periodic evaluation took place.

Certification should not be granted until the teacher has begun work toward a Master's degree in a matriculated program.

The certified teacher should establish criteria of self-evaluation of lesson/unit implementation, affective and social approaches to students, and special philosophical approaches to teaching in his area, and employ such criteria periodically and appropriately.

The certified teacher should analyze evaluation results and utilize them as a partial basis for altering and improving his teaching and the learning behiavor of his students.

The certified teacher should identify and assess the dynamics of human relationships that affect the probability of success or failure of communication within and without the classroom.

#Items most often mentioned.

4. **Personal (affective) --**

The teacher should demonstrate self-improvement as a teacher-person through attendance at activities designed to help the teacher identify more clearly his personal qualities applicable to classroom teaching.

The teacher should be able to demonstrate an attitude which generates a classroom atmosphere conducive to learning.

Self-analysis of the teacher's behavior in different situations in a school with pupils, with colleagues, and with administrators is necessary.

The teacher should be able to write a clear personal rationale for teaching social studies.

Additional items which did not fit clearly into a specific category were: (1) that the certified teacher should possess a minimum of a B.S. in Education. Whether this means precisely a B.S. degree or allows for a B.A. with certification is not certain, but is assumed; (2) that the certified teacher become familiar with the structure and activities of professional organizations on the local, state, and national levels as they relate to improving the effectiveness of the teaching/learning situation and to enhancing his professional future.

Finally, we are not naive enough to believe that our efforts will necessarily effect significant substantive changes in the certification of social studies teachers in the near future. However, we do suggest that a professional organization is the appropriate agency to certify its own members and would hope that our work will be a step in that direction.

The committee wishes to thank Dr. John Youngers, State University College at Geneseo, for his thoughtful criticisms of the draft. The Chairman also thanks Ms. Cheryl Brodbeck for her tireless efforts and incredible patience in preparing this report. Responses to this report are welcomed. They can be sent to the New York State Council for the Social Studies, Box 58, Slingerlands, New York 12159. Copies of this report have been provided gratis to each NYSCSS member as of June 1974. Additional copies are available at $2.00 postpaid. Payment must accompany any order.